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ABSTRACT

This content analysis schedule for the Early Childhood Bilingual Education Program of Sacramento, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project coordinator. (SK)

ERIC

Project # 206
Sacramento, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
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ED 080025

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

2nd year data verified by project Coordinator, Richard P. Holland

✓ Initial Proposal

✓ 2nd Year Continuation

____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	'69	'70	
Pre-audit			
Interim audit			
Final audit		70	

Addendum - 1970
Midyear Progress Report.

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Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 206

VERIFIED by Project Coordinator

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant G.A. Davis-Sheila Charas Date 6/29/72

0.2 Name of Project Early Childhood Bilingual Education

0.3 Address of Project Sacramento City Unified School District

0.4 P.O. Box 2271
Sacramento, Calif. 95810

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97) - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 n.a.

2.3 Prior bilingual program involved: — 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 n.a.
1-local
2-state
3-foundation
4-university
5-federal (specify)
6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 0

2.6 Concurrent program cooperating with Title VII involves: — 2.6 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers

0.3 Address of Project Sacramento City Unified School District

0.4 P.O. Box 2271
Sacramento, Calif. 95810

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

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2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 n.a.

1-local	4-federal (specify).....
2-state	5-other (specify).....
3-university	6-foundation current .....

2.8 Total Title VII grant (first year only) 2.8 $100,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Sacramento State College (extension course) 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 259
B. Second year B 402
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

See Xerox 2a, b

Grade	Number of Classes
(PS)-PreSchool	45 students
(K)-Kndgtn	80

PSK 125 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

4.3 PSK ____
A ____
B ____
C ____

B ____ TOTAL students gr. 7-9

(1)-grade 1	120
(2)-grade 2	112
(3)-grade 3	45
4-grade 4	
5-grade 5	
6-grade 6	

A 277 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 245	II E-Dom - NEMT: n.s.
2. Total English Mother-Tongue		II_2 E-Dom - EMT: n.s.

I Total Non-English Dominant: 245

II Total English Dominant: 157

5.0

		No.	%
NE dom N-EMT	I	245	61
E dom NEMT	II_1	ns	...
E-Dom EMT	II_2	ns	...
Total E-Dom II= II_1 + II_2		157	39

KEY: Non-English Dominant | English Dominant

See Xerox 2a, b

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	45 students	7-grade 7	
K-Kndgtn	80	8-grade 8	
PSK 125 TOTAL NO. students PS and K		9-grade 9	
		B ____ TOTAL students gr. 7-9	
1-grade 1	120	10-grade 10	
2-grade 2	112	11-grade 11	
3-grade 3	45	12-grade 12	
4-grade 4		C ____ TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 277 TOTAL students gr. 1-6			

4.3 PSK ____
A ____
B ____
C ____

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:____

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 245	II E-Dom - NEMT n.s.
2. Total English Mother-Tongue		II_2 E-Dom - EMT n.s.

5.0

		No.	%
NE dom N-EMT	I	245	61
E dom NEMT	II_1	ns	
E-Dom EMT	II_2	ns	
Total E-Dom II= II_1 + II_2		157	39

I Total Non-English Dominant: 245

II Total English Dominant: 157

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

Question 4.3

3.0 BILINGUAL PROGRAM DESIGN

The function of the Sacramento City Unified School District Bilingual Education Program for Early Childhood is designed for application in preschool, kindergarten, and primary grade levels.

Bilingual instruction in language arts and social studies conceptual development provide the main focus for this project. In addition, extensive multi-cultural experiences will be utilized in both the formulation and implementation of behaviorally oriented instructional units designed for the target students.

The elements of the Early Childhood Bilingual Education program are structured in a manner which will effectively utilize other federally funded projects, while providing the proper interfaces with existing, regularly prescribed district programs of instruction.

The unique focus of the Early Childhood Bilingual Education program are listed below:

Preschool:	Development of social awareness and improved language facility.
Kindergarten:	Continued language development activities, concept formation, and social skills acquisition.
Primary Grades:	Continued emphasis, refinement, and application of bilingual language skills as related to cultural identity, self-concept, and group dynamics. Determinations at this time will be made with regard to bilingual mathematics instruction.

Parental Involvement: Throughout each of the designated grade levels, stress will be placed upon increasing parental involvement and active participation in the instructional and extracurricular activities of the project.

At each of the above grade levels, formal instruction will consist of two hour and fifteen minute modules. Specially selected personnel; ability/achievement groupings; non-graded structures; situationally adapted materials for instruction; adaptive instructional methods; and behaviorally oriented evaluation procedures define the operational parameters of the Sacramento Early Childhood Bilingual Education Project.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	245 (at least)	61 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EIT target students		245	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ns	E1		%	
E2	E2		%	
II TOTAL number of EIT students other than target population		157	39 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 157	English	39	✓			✓				
A	American Indian									

B1 Mexican-American	B1 245	61 %	✓
B2 Puerto-Rican	B2	%	
B3 Cuban	B3	%	
B4 Other Spanish-American (specify)	B4	%	
B TOTAL No. of Spanish-speaking Americans	B	%	
C Portuguese-American	C	%	
D Franco-American	D	%	
F Chinese-American	F	%	
G Eskimo	G	%	
H Russian	H	%	
J Other	J	%	
I TOTAL number of N-EMT target students	245	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 n.s	E1	%	
E2	E2	%	
II TOTAL number of EMT students other than target population	157	39 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 n.s

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	157	English	39	✓			✓				
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B	245	Spanish	61	✓			✓				
C		Portuguese									
D		French									
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

5.6 Recruitment of Students: 5.6 1

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT s participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 50%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 1
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio 100 %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100%
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100 %
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I n.a.
II n.a.

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A n.a.
B .....
C 1

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio 100 %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.8 1

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 100%
B. n.s.

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 100 %

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.1 I 0
II 0

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.2 I n.a.
II n.a.

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A na
B ---
C ---

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1,3 II 1,3

	I N-EMT	II EMT	
(1)-inferred by use of surname	____	____	
2-established by formal testing of students	____	____	
(3)-assessed by informal means (specify how)	____	____	initial observation
4-not mentioned how language dominance was determined	____	____	

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 n.a

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 n.a.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a.
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.a.
0-not mentioned

7.0 STAFF SELECTION

see Xerox 5a-d 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT		

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A		

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 n.a.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 n.a.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 n.a.

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 n.s.

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 n.a.

7.0 STAFF SELECTION

see Xerox 5a-d

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual _____

B Total Number Bilingual _____

Total Number of Teachers
N 12

7.1

		No.	%
I	A	___	___
I	B	....	....
II	A	....	....
II	B	....	....
II_1	A	___	___
II_1	B	___	___

A	0-4	0-25%
B	8-12	75-100%
N	12	

Proposal states that pre-school teachers "will probably be bilingual". Infer, however, that classroom teachers were mainly monolingual in actual practice.

TEACHER - BILINGUAL EDUCATION

PRE-SCHOOL (2)

QUALIFICATIONS DESIRED

1. Bilingual--English & Spanish
2. Successful teaching experience with bilingual children
3. Possesses a valid California Elementary Teaching Credential
4. Course work in early childhood education
5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of pre-school activities
2. Makes home visits when needed
3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
4. Utilizes materials and techniques found to be successful in the education of bilingual pre-school children
5. Works closely with regular school staff in coordination and articulation of the program
6. Provides experiences that will enhance the child's understanding of the Mexican culture
7. Maintains an attractive and meaningful learning environment
8. Plans and supervises the activities of aides

TEACHER - BILINGUAL EDUCATION

KINDERGARTEN (4)
(3 Paid for by District)

QUALIFICATIONS DESIRED

1. Bilingual--English & Spanish
2. Successful teaching experience with bilingual children
3. Possesses a valid California Elementary Teaching Credential
4. Course work in early childhood education
5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of kindergarten activities
2. Makes home visits when needed
3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
4. Utilizes materials and techniques found to be successful in the education of bilingual children
5. Works closely with regular school staff in coo-dina+ion and articulation of the program
6. Provides experiences that will enhance the child's understanding of the Mexican culture
7. Maintains an attractive and meaningful learning environment
8. Plans and supervises the activities of aides

TEACHER - BILINGUAL EDUCATION

PRIMARY GRADES (15)

QUALIFICATIONS: DESIRED

1. Possess a valid California Elementary Teaching Credential
2. Knowledge and experience in teaching bilingual children
3. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

RESPONSIBILITIES:

To organize and implement a bilingual-bicultural program with assistance from curriculum resource staff.

1. Plans daily programs of instruction to meet the needs of individual students as are included in assigned class
2. Makes home visits when needed
3. Utilizes materials and techniques found to be successful in the education of bilingual primary children
4. Provides experiences that will enhance the children's understanding of the Mexican-American culture
5. Maintains an attractive and meaningful learning environment
6. Plans and supervises the activities of instructional aides
7. Provides instruction to adult representative of children enrolled covering child development learning experiences and understanding and use of Spanish and English languages

INSTRUCTIONAL AIDES

Pre-School (2) Kindergarten (2); Primary (7)

QUALIFICATIONS DESIRED

1. A basic understanding of children and learning and an empathy for children operating in two languages
2. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility
3. Ability to work as a member of an educational team
4. Ability to assist with the supervision of students
5. Bilingual in speaking, reading, and writing Spanish and English

RESPONSIBILITIES

Under immediate teacher (pre-school or kindergarten) supervision; assists in the educational and child development activities of the school faculty

1. Assists with normal classroom routines and lesson preparation
2. Helps the teacher to understand unique aspects of Spanish culture and community
3. Performs various instructional duties as assigned by the teacher
4. Assists children in practicing language, both oral and written
5. Assists with group and individual activities as planned with the teacher
6. Acts as liaison with the community in interpretating purposes and progress of bilingual program in fostering a better understanding between school and home
7. Performs other such tasks as may be assigned by teacher

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		7
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A		
I B	7	100
II A	—	—
II B	—	—
II$_1$A	—	—
II$_1$B	—	—
A	0	0
B	7	100
N	7	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	7	7

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s)No. %

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

I B	1	12.5
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
A	0	0
B	7	100
N	7	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	7	7

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
ns			ns			ns	ns		

0-not specified

7.6 Selection of N-EMT teachers from local community
0-Not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. NS % ____

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students: indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % ; A NS ; B 7 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 17 no.'s 12

See Xerox Copy 52-L

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps) competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL training
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
(17) 72 License required

8.0 STAFF DEVELOPMENT

8.1 A 2, 9
B 2, 9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
(2)-The teaching of English as a second language	✓	✓
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___
(9)-Contrastive analysis of Eng. & Span.	✓	✓

8.2 Stated goals of teacher training are: 8.2 I 1, 5, 7, 8, 9 ; II 1, 9 Students

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 17 no.'s 12

See Xerox copy 52-L

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel
(17) 12 License required

8.0 STAFF DEVELOPMENT 8.1 A 2, 9
B 2, 9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
(2) The teaching of English as a second language	✓	✓
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		
(9) Contrastive analysis of Eng. & Span.	✓	✓

8.2 Stated goals of teacher training are: 8.2 I 1, 5, 7, 8, 9 II 1, 9

	Students I N-EMT	Students II EMT
(1) Understanding of socio-cultural values and practices of	✓	✓
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
(5) Strategies for accomodating the different learning styles of	✓	
6-Strategies for cognitive development of		
(7) Strategies for reinforcing the self-esteem of	✓	✓
(8) Methods of cross-cultural teaching or teaching the bicultural component Teaching Bilingual child		
(9) Formulation of pupil performance objectives	✓	
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,4,7

(1)-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
(4)-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
(7)-other (specify) Demonstration lessons by resource teacher

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) Inservice - 3-4 college units

8.6 Paraprofessional's role: 8.6 3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,3 B 3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	✓	___
2-project's Master Teachers	___	___
3-project's teachers	✓	✓
4-other (specify)	___	___

Extension course offered by Sacramento State College

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1-bilingual 1 ns ___
2-bicultural 2 ___ ___
3-N-MT (specify background) 3 ___ ___

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5 1

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

6 ns
7 1

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 12 / 100
or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) Inservice - 3-4 college units

8.6 Paraprofessional's role: — 8.6 3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1, 3 B 3

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	
2-project's Master Teachers		
3-project's teachers	✓	✓
4-other (specify)		

Extension course offered by Sacramento State College

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	ns	
2		
3		

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1 B 5 1, 6 ns, 7 1

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 12 % 100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 11

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) attitudes toward and evaluation of extension course

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
(1)-bilingual teacher
(2)-ESL teacher
3-bilingual coordinator
(4)-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) *

10.1 1,3

10.2 1,2,4

not more than for K

10.3 Average number of pupils per class:
0-not specified

10.3 25

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox 9a, b

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
1			
2	✓	✓	✓
3	✓	✓	✓

11.1 I 2,3
II 2,3
II$_1$ 2,3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 6

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =

2 =

10.3 Average number of pupils per class: 10.3 25
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,5

1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox 9a, b

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	___	___	___
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	✓
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	✓	✓	✓

11.1 I 2,3
II 2,3
II_1 2,3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 13
code: C= N.A. (if no EMT) II 13
II_1 13

for each group	N.A.	13= (Pre-K)	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	___	✓	___	___	___	___	___	___	___	___	___	___	___	___	___
II E DOM	___	✓	___	___	___	___	___	___	___	___	___	___	___	___	___
II_1 E DOM/NEMT	___	✓	___	___	___	___	___	___	___	___	___	___	___	___	___

Question 11.0

ABSTRACT

EARLY CHILDHOOD BILINGUAL EDUCATION PROJECT
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Early Childhood Bilingual Education Program of the Sacramento City Unified School District will continue its focus upon students whose home language is predominantly Spanish. During the second year of program operation, the Bilingual Education Program will be enlarged to extend the application of the instructional services to include one additional grade level for the purposes of effecting a longitudinal demonstration of specialized instruction to target students for a second year.

The Early Childhood Bilingual Education Program will continue to be implemented in one public school, the Ethel Phillips elementary school, and one non-public school, the Holy Angels Elementary School. In these schools, preschool, kindergarten, and primary grades are included in the specialized supplemental services of this project.

Bilingual instruction in the language arts and social studies conceptual development provide the main focus for this project funded under Title VII of the Elementary and Secondary Education Act of 1965.

Concommitant functions of the specialized program in early childhood education described in this proposal include a continuing of efforts to strengthen parental involvement and community relationships as additional means for improving the educational opportunity of the predominantly Spanish speaking students in the Sacramento City Unified School District.

Implementation of the second year program will make possible continued research and demonstration in a practical program of bilingual education.

3.1.1 FIVE YEAR PROJECT OBJECTIVES
EARLY CHILDHOOD BILINGUAL EDUCATION PROGRAM

The objectives designated in this division of the project are designed to serve as minimum terminal performance objectives following the completion of five continuous years of participation in the instructional activities of this project.

3.1.1.1 Fifth Year Terminal Objectives for Spanish Speaking Children:

.1 At the end of five continuous years of participation in the bilingual education program, the previously designated, monolingual Spanish speaking children will demonstrate a facility equal to or above the mean on the California State adopted standardized achievement test for language.

.2 At the end of five continuous years of participation in the bilingual education program, the monolingual Spanish speaking children will demonstrate oral English proficiency comparable to that of English speaking peers of equal age and grade placement.

.3 Given a uniformly applied criterion reference test, the monolingual Spanish speaking children will demonstrate an ability to read, write, and speak Spanish at a level commensurate with grade placement in the educational system.

.4 Given a uniformly applied understanding/attitudinal scale, the monolingual Spanish speaking children will demonstrate a knowledge of and tolerance for socially accepted performance standards predominant in either the family or dominant societal cultures.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-E DOM	---	---	---	---	---	---	---	---
II E-DOM - EMT	---	---	---	---	---	---	---	---
II_1 E-DOM/NEMT	---	---	---	---	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 0
II_1 0

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	---
II_1 N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	---

11.5 I_2 6
II 6

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K	25	ns	m, ss	Pre K ns
K	25		m, ss	K
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK+K	25	ns	m, ss	Pre K+K ns
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 6 II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	---
I_2 N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	---

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K	25	ns	m, ss	Pre K ns
K	25		m, ss	K
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK+K	25	ns	m, ss	Pre K+K ns
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK+K	25	n.s	m, ss	Pre K ns
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 ns

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1, 2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student

	Min. per day of instruction through N-EHT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EHT
PreK+K	25	ns	m, ss	Pre K ns
1	ns		ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 ns

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EHT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

Note: this section left "not specified" after verification.

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB ns, IIB ns

1-concurrently with dominant language listening-speaking skills	---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	---		---	

13.2 ALM sequence followed: — 13.2 IA ns, IB ---, IIA ---, IIB ---

1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by: — 13.3 IA ns, IB ---, IIA ---, IIB ---

1-measure of listening-speaking proficiency	---	---	---	---
2-informal assessment by teacher	---	---	---	---

13.4 Second language reading skills — 13.4 IB ns

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

Note: this section left "not specified" after verification.

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

(0) = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
- 1-concurrently with dominant language listening-speaking skills ___ ___
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language ___ ___
- 3-a specified period of time after listening-speaking skills in dominant language taught ___ ___

13.1 IB ns
IIB ns

13.2 ALM sequence followed:
- 1-Listening-speaking proficiency precedes introduction of reading ___ ___ ___ ___
- 2-Reading is taught concurrently with listening-speaking skills ___ ___ ___ ___
- 3-Learning to read overlaps learning of listening-speaking skills ___ ___ ___ ___
- 4-There is some overlap between learning to read and to write ___ ___ ___ ___

13.2 IA ns
IB
IIA
IIB

13.3 Listening-speaking proficiency determined by:
- 1-measure of listening-speaking proficiency ___ ___ ___ ___
- 2-informal assessment by teacher ___ ___ ___ ___

13.3 IA ns
IB
IIA
IIB

13.4 Second language reading skills are learned:
- 1-concurrently with learning to read in dominant language ___ ___
- 2-after a specified level of dominant language reading competence achievement ___ ___
- 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) ___ ___
- 4-before learning to read in dominant language ___ ___

13.4 IB ns
IIB ns

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.5 IA ns
IB
IIA
IIB

13.6 IA ns
IB
IIA
IIB

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB K
IIB K

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 3, 4
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
(2) Second language learning is both a separate subject and also a medium of instruction for other subjects.	___	✓
(3) Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	✓	___
(4) Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA ns
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB K
IIB K

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 3, 4
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
(2) Second language learning is both a separate subject and also a medium of instruction for other subjects.		✓
(3) Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	✓	
(4) Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA ns
IB |
IIA |
IIB |

See Xerox Copy 14a

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
(2)-Basal readers	✓	✓	✓	✓
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA na IIA na

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
(3)-choral repetition	K	K
(4)-songs	K	K
5-programmed instruction	—	—
(6)-stories read to children	K	K
AUDIO VISUAL AIDES		
(7)-films, filmstrips	K	K
8-flannel or magnetic boards	—	—
(9)-realia, graphic displays: toys	K	K
(10)-records, tapes	K	K
(11)-listening centers	K	K
(12)-multi-media approach closed circuit TV	K	K
Experiential:		
(13)-role playing	K	K

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

See Xerox Copy 142a

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	✓	✓	✓	✓
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	na	na
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	✓	✓
4-songs	✓	✓
5-programmed instruction	—	—
6-stories read to children	✓	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	—	—
9-realia, graphic displays: toys	✓	✓
10-records, tapes	✓	✓
11-listening centers	✓	✓
12-multi-media approach closed circuit TV	✓	✓
Experiential:		
13-role playing	✓	✓
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	✓	✓
21-suggested TV programs	—	—
22-other (specify)	✓	✓

parental reinforcement of concepts learned in class

Question 16.0

MATERIALS

8.0 FACILITIES, MATERIAL, AND EQUIPMENT

8.1 Facilities:

All arrangements for housing all classes of the bilingual education project will be a shared responsibility of the Sacramento City Unified School District and the Holy Angels Elementary School, through the utilization of existing classroom and supportive service spaces.

8.2 Materials:

The instructional requirements of the Early Childhood Bilingual Education project necessitates the development of specialized materials to meet the educational needs of the target population. Whenever possible, advantage will be made of currently available materials and the testing of the applicability of these available materials will be a concommitant function of this project operation. Particular consideration will be given to the selection and specialized uses of materials in each of the following major categories in support of designated project objectives and activities.

Perceptual development materials
Cognitive growth materials
Materials for social skills acquisition
Language development materials
Materials for physical/motor skill development
Bicultural library materials
Bilingually oriented audio-visual materials
Appropriate testing and evaluation materials

8.3 Equipment:

Equipment selected for use in the classrooms of the Early Childhood Bilingual Education Project will have capabilities for application in individual and small group instruction and play activities. Items which have been demonstrated as being particularly effective in the coordinative and social development of

bilingual children include at least the following:

- Tape recorders
- Record player
- Listening centers
- Projection equipment
- Balance beam and motor development equipment
- Specialized furniture (classroom and office)
- Instructional toys

In addition to those items noted above, closed circuit television/video tape recording facilities will be utilized in the implementation of this project. Standard support equipment will be provided, as in the instances of regularly established classrooms, by the Sacramento City Unified School District.

16.4 The sources of Non-English materials and textbooks are: 16.4 1, 2, 3, 7, 8, 9, 12
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 n s
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2, 4, 5
0-not specified
Pupils of both linguistic groups are:
always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups *
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students) *(Separated for ESL instruction)

17.2 Students are grouped for language instruction: 17.2 1, 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) 4-6, 10-20
3-individual instruction

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language	✓	✓	✓
3-by dominant language	✓	✓	✓
4-by language proficiency (ex. level of reading skill)	✓	✓	✓
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 6
no-not mentioned

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 n s
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2, 4, 5
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Pupils of both linguistic groups are:
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3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups *
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LMT students) *(Separated for ESL instruction)

17.2 Students are grouped for language instruction: 17.2 1, 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) 4-6, 10-20
3-individual instruction

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language	✓	✓	✓
3-by dominant language	✓	✓	✓
4-by language proficiency (ex. level of reading skill)	✓	✓	✓
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 6
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____
6 College students

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 4,5,6,7

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,3,4,5,6,8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

(7)-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2, 3, 4, 5, 6, 8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
(6)-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 1, 2, 3, 4

0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

n.a.

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 2,3,4,5,6, 7, 8

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3, 6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 6

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 3, 6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,3,4,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 3

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,3,4,7

0-no bicultural component mentioned

(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements

(2)-Historical-cultural heritage of the past--contributions to art and science

(3)-'Deep' culture: family patterns and contemporary way of life.

(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

(7)-A third culture different from NEMT or EMT

8-Other (specify)

23.5 American culture is defined: 23.5 2

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3

0-group not specified

(1)-project children

2-adults of the project community

(3)-teachers

no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 3

0-group not specified

1-project children

2-adults of the project community

(3)-teachers

no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3, 5, 6, 8, 9

0-method not specified
no-no provision for informing community
1 a bilingual newsletter
2. a monolingual newsletter
(3) news sent to mass media.
4-if articles included with project, check 4
(5) bilingual fliers sent home
(6) formal meetings
7-informal meetings open to entire community
(8) meetings conducted in both languages
(9) home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 2, 4, 5

See Xerox Copy 19a-c

0-type not specified
no-not sought
(1) existing community groups working with program
(2) bilingual questionnaires
3-community-school staff committees
(4) community advisory groups
(5) formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) Spanish weekly newspaper; Spanish TV programs - Coordinator participates
0-method not specified

24.6 The school is open to the community through: 24.6 1, 2, 4

0-not mentioned
no-school is not open to community for community use
(1) opening school facilities to the community at large for use after school hours and on weekends
(2) providing adult education courses - in-service training programs
3-other (specify)
(4) parents participated in classroom observation

25.0 IMPACT EVALUATION

7-informal meetings open to entire community
(8)-meetings conducted in both languages
(9)-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,2,4,5

See Xerox Copy 19a-c

0-type not specified
no-not sought
(1)-existing community groups working with program
(2)-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
(5)-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) Spanish weekly newspaper; Spanish TV programs - Coordinator participates
0-method not specified

24.6 The school is open to the community through: 24.6 1,2,1 4

0-not mentioned
no-school is not open to community for community use
(1)-opening school facilities to the community at large for use after school hours and on weekends
(2)-providing adult education courses -in-service training programs
3-other (specify)
(4) parents participated in classroom observation

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,4,6

(1)-newspaper articles
(2)-radio programs
(3)-TV programs
(4)-video-tapes
5-films
(6)-visitors to observe the program

9.0 PARENT AND COMMUNITY INVOLVEMENT AND ADVISORY COMMITTEE FUNCTIONS

The Sacramento City Unified School District Bilingual Education project is fully aware of the need for lay citizen participation in Federally funded programs of education. To achieve a broad base of parent and lay citizen participation and acceptance of the tenets of this program, a plan for parental and community involvement and advisory committee participation has been developed.

9.1 Parental Involvement:

Parental involvement experiences in the first year's program operation will be expanded into each of the designated grade levels provided for in this project. The intent is to provide for actual instructional involvement of parents during the early development of the child's education. To accomplish this, parents will be brought into the classroom to observe the concepts being developed. In addition, they will be provided in-service education as a vehicle for developing understanding of the objectives of the bilingual program and such transitional experiences as are necessary for entry into the regular school program.

Parental involvement in the primary grades, however, will not be as structured as that in the preschool and kindergarten. The intent of parental involvement in the primary grades shall be designed to provide positive reinforcement of the objectives and instructional experiences of the bilingual program. The extent of this involvement shall focus upon assisting children with continuing their education in the home during out-of-school hours. It is anticipated that continuing parental involvement during each successive year of project

operation will result in a core of knowledgeable persons in bilingual education, supportive of the tenets of this program.

9.2 Community Involvement:

In order to achieve greater community understanding of the objectives of this project and the methods for implementation, project personnel will initiate a planned program of community involvement.

General orientation sessions concerning ways in which individual citizens and local agencies can assist in enriching the instructional program will be presented. These sessions are intended to increase community awareness of the values of a bicultural community.

Surveys of local agencies and individuals for the purpose of identifying those resources which may be utilized in enriching the instructional program also will be completed.

The Project Director will participate in meetings of local agencies and with groups of concerned citizens for the purpose of explaining the intent of the bilingual program and eliciting support from these individuals and/or groups.

9.3 Advisory Committee Functions:

Through activities of the Title VII Advisory Committee, information relative to the objectives and instructional opportunities provided by this project will be disseminated to the community. The advisory committee will assist project staff in on-going assessment and modifications of program activities. Also, this committee will provide a resource base for bringing relevant personal experiences into the classroom setting.

The Advisory Committee for the Early Childhood Bilingual Education project shall consist of 15 representatives from agencies, the parent group, and interested lay citizens. Not less than 8 of these representatives shall be parents of participating Mexican-American students. Further, the membership of the Advisory Committee shall have, as ex officio members, representation from the administrative and instructional staffs of the project schools and classes, Title I, and of the district central office.

25.2 Project's impact: 25.2 1, 2, 3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 2

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 1

0-not mentioned
no-never
(1)-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 3, 5, 7
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "